

Unit Planning Guide: Grade 5 Unit 1 out of ____

Unit Title: Author Study: Building a Community of Readers	Pacing (Duration of Unit): 6-8 weeks
Grade: 5	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.

Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes

Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.

Communicate ideas effectively in writing to suit a particular audience and purpose

Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes

Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.3: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

MA.RL.5.8a: Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b Form and use the perfect verb tense

c Use verb tenses to convey various times, sequences, states and conditions

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or

<p>d Recognize and correct inappropriate shifts in verb tense</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series d. Use underlining, quotation marks, or italics to indicate titles of works e. Spell grade-appropriate words correctly, consulting references as needed. <p>SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>supports.</p>

Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <ul style="list-style-type: none"> • An author’s life influences what they write about. • Life experiences, both negative and positive, influences the themes and character development within a story. • Authors can write real/personal narratives as well as imagined narratives that stem from life experiences. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What can we learn about building a reading community as we study multiple books by one author? • How can learning about authors help us understand the choices they make as writers? • How can an author study help us become better writers?
<p>Acquisition (*Mostly assessed through traditional summative assessments)</p>	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • Authors use experiences from their own life and background to inform and influence their writing • How to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area • Verb tenses convey various times, sequences, states and conditions <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • metaphor • simile • foreshadowing • idioms • adages/proverbs 	<p>Skills: The discrete skills and process students should be able to use independently.</p> <p><i>Students will be skilled at:</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Quoting accurately to explain understanding and drawing inferences from text specific questions (orally and in writing) • Comparing and contrasting characters, settings, and events • Using various strategies to determine the meaning of unfamiliar words/language • Explaining the overall structure of literature • Finding and analyzing examples of foreshadowing <p>Language</p> <ul style="list-style-type: none"> • Speaking and writing with proper verb tense • Writing with understanding of standard English conventions • Speaking using formal language about an appropriate topic <p>Writing</p> <ul style="list-style-type: none"> • Writing a narrative <ul style="list-style-type: none"> ◦ Establishing a situation, creating a narrator/characters, sequences events, and creating a conclusion

	<ul style="list-style-type: none">○ Creating dialogue, description, pacing○ Using transitional words